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THE MIDDLEBURY CAMPUS

VOL. IX. THE MIDDLEBURY CAMPUS, WEDNESDAY, SEPTEMBER 24, 1913. No. 12.

FOOTBALL OUTLOOK.

Captain Hutchins Issues Call for Candidates.—Bergen of Princeton Is to Coach.

Middlebury should turn out the best football team in the history of the college this year. We believe we have the best coach here this year we have ever had. Mr. Bergen is a graduate of Princeton and is remembered as playing quarterback on the Princeton team. He has had good experience in coaching, as he has been at Bowdoin College for two years and has had good success with that team. Mr. Bergen wishes to turn out a winning team, but in order to do that he must have the support of the men out for the team and also support from the whole college. In order to have a good team every man in college who ever put on a football suit ought to come out. There are a lot of men in college who ought to be out for the team, but are not. A man, if he can play football at all, owes it to himself and to his college to come out. A man may not make the varsity, but still he is doing his part and the work he does is not forgotten. A schedule of games is being arranged for the second team and it will be worth while trying for that team. There ought to be at least thirty men out on the field every night trying for that team. The coach is doing his part and he wants to see Middlebury place a team against Vermont October 1 which will surprise Vermont and which will bring home their scalps. Vermont is going to have a good team, but we believe Middlebury is going to turn out an aggregation as good if not better.

October 4 Middlebury plays R. P. I. It is a hard game. but we believe this is the year we can trim them. The Norwich game comes November 15 at Northfield and if Middlebury can come back with a victory, the season will be a success. The schedule is not an easy one, but if the men out for the team do their part, by training as they ought to, there is no reason why the team should not be a winning one.

FOOTBALL SCHEDULE.

Wed.	Oct.	1.	U. V. M. at Burlington.
Sat.	"	4.	R. P. I. at Troy, N. Y.
"	"	11.	St. Lawrence at Canton, N. Y.
"	"	18.	Bates College at Middlebury, (pending).
"	"	25.	M. A. C., at Amherst, Mass.
"	Nov.	1.	St. Anslems at Middlebury.
"	"	8.	St. Stephens at Middlebury.
"	"	15.	Norwich at Northfield, Vt.

The College Band.

The band prospects look more promising than ever before. Although many of its veterans have gone, there are several new men who will fit in nicely and besides the new musical courses and instructor will be great aids at all times.

THE OPENING OF THE 114th YEAR.

Pres. John M. Thomas Delivered Fine Address to Assembled Students. A Discussion of the Group System

The address of President Thomas at the opening of the 114th year of Middlebury College described the changes in the course of study in that institution, which were declared to be the most important step forward which Middlebury College has taken since the announcement of the first elective courses in 1890. The address was in part as follows:

"One day during the summer I looked over with a good deal of interest a collection of old Middlebury College catalogues in the Egbert Starr Library. I examined particularly the issue of the year 1839, seventy-four years ago. It was a slight pamphlet of sixteen pages, three of which were blank. The Faculty consisted of three professors and two tutors. The names of the students were printed in large type, a page to a class, the Senior class being nearly twice as large as the Freshman. The admission requirements were Andrews and Stoddard's Latin Grammar, Cicero's Select Orations, Vergil, Sallust, Greek Grammar, Jacob's Greek Reader or an equivalent, Latin Prosody, Writing Latin, Arithmetic and Geography. There was no requirements of Algebra or Geometry, no history, no science, no English, no modern language.

The course of study for Freshmen consisted of Xenophon, Livy, Homer, and Horace; Algebra and Solid Geometry; Tytler's History and Porter's Analysis. The Sophomores continued Homer and Horace, finished Euclid, read further in Xenophon and Cicero, and as a foretaste of Junior year took up Demosthenes and Tacitus. In mathematics they were advanced through Trigonometry, and the only other subjects of the year were Jamison's Rhetoric and Whately's Logic. In Junior year the students completed Demosthenes and Tacitus, and were introduced to Sophocles and Euripides, and made to master Cicero's De Oratore. The fall term of the Senior year was the only term of the four years in which there was no Latin or Greek, but in the remainder of the year there was a review of all that had been read throughout the course, in preparation for the final examination, which included every subject pursued during the student's four years. Yet the Senior found time also for Blair's Rhetoric, Paley' Moral and Political Philosophy, Vattell's Law of Nature and Nations, Locke's Essay on the Human Understanding, Stewart's Elements of Philosophy, Butler's Analogy, and a little Zoology and Geology.

Turning from this old catalogue of 1839 to the Senior class which published it, one finds material for reflection. Of the twenty-one scarcely a man failed to achieve a position of leadership in the community in which he lived. Lysander Kelley became superintendent of the American Home Missionary society in Ohio and pressed on with the vanguard of American pioneers until he reached Oregon, still a missionary, at the age of 73. Alexander Miller became president of a college for women in Ohio, now a part of the Ohio Wesleyan University, twelve years before Vassar College was opened. Henry Norman Hudson, whom tradition designates as the lad who walked from Cornwall barefoot every day until the snow to save the wear on his shoes, became the interpreter of Shakespeare to the American people, his lectures and annotated editions having had a larger circulation than any similar publications ever issued. Most distinguished of all was Edward J. Phelps, Kent Professor of Law at Yale, President of the American Bar Association, Minister to the Court of St. James, Counsel for the United States in the Behring Sea Arbitration, a lawyer learned, shrewd and masterful, a diplomat unsurpassed in brilliant records of American Diplomacy, a gentleman whose essential democracy never marred his cultured grace.

These were the men who spent four years with Homer and Cicero, Demosthenes and Tacitus, with a sprinkling of Mathematics, Paley, and Butler. The curriculum by which they were educated was practically the same pursued by all classes of this college from its foundation to about thirty years ago.

I shall not commit the fallacy of urging a return to that curriculum, or the nearest possible approach to it, in order to produce like result with the youth of today. An education should equip a man to share in the best life of his time and to contribute something to it. To to well educated and started on a career of usefulness and power a man should be taught the terms in which the world of his time is doing its thinking, the facts upon which it is building and the problems at which it is working. The studies of the class of 1840 did these things reasonably well for the world of 1840, but the same studies would not accomplish a like result for the world of 1913.

But there was one feature of the old curricula which was a chief factor in the making of the men whom we regard with such honor. There were certain subjects, closely interrelated, which every student pursued thoroughly. He began with Latin and Greek and he continued with Latin and Greek to the final examination. Two thirds of his time in Freshman and Sophomore years were devoted to the classics, and about one-half the time of Junior and Senior years was spent upon the same departments. I believe that it was that concentration, that thoroughness, that persistence to mastery in a special branch, which made them men, rather than the particular subjects which the American colleges inherited as the staple of education from the institutions of Europe. It was the method which did the work, rather than the subject matter, although the subjects were admirably adapted to supply the breadth of information and to call forth the independent activity of mind which are essential in education.

The old curriculum has gone, never to return as an obligatory plan of study for all the members of an institution which strives to be truly democratic in the modern world. There is just as much opportunity to study the classics in Middlebury College today as there was in 1840, and even more. The field of Greek and Roman life and thought is more thoroughly covered, and the subjects are more effectively taught, in the college today than fifty years ago. But opportunities in the sciences, in history, in modern languagc, in government, and in economics have been vastly increased. One department aftcr another has been added, and the studies in all departments have been multiplied. They have been thrown open to students with very little system and grading. Regarded as privileges and advantages, the tendency has been to make them available to students to any degree they pleased, in any order they might elect, in whatever combination seemed good to them at the time. There has been gain in extent of information, and incalculable benefit in the adaptation of the student's work to his bent. The boy whom the great God made to work over machines, or study the plants or animals of the earth, has not been shut up to ancient literatures for four years of his life, simply because he wished a thorough education. But there has also been great loss, perhaps even a greater loss, viz, insistence on concentration and throughness. Students have followed this subject a little way, then some other subject, perhaps quite unrelated. They have learned a little about a good many things, but in too many instances they have not even learned the method of learning a very great deal about one thing—which is the result of chiefest value in a truly sound and liberal education.

The gravest defect in recent higher education is scattering and smattering, and consequent superficiality. We have been teaching a good many elementary subjects well, but they have not led to advanced subjects. Students have gone on learning and learning, but have not come to that soul's awakening in which the far reaches of a subject, with all its glorious possibilities of investigation and discovery, came into view. There has been a smoking fire, which has never come to the blaze. We need a revision of our system, by which every student may be carried along into the farther reaches of some department of knowledge along the line of his bent, where he may get the notion of independent investigation, and rid himself of the superstition of the authority of the text book and substi-

(Continued on Page 3.)

The Middlebury Campus.

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Vol. IX. SEPTEMBER 24, 1913. No. 12

Campus Board Elections.

On Saturday evening, June 14, THE CAMPUS Board held a meeting at Pearson's Hall and the following board for 1913-'14 was elected: Editor-in-chief, John C. Voss, '14, and assistant editor-in-chief, Miss Florine Parker, '14; first associate editors, Elbert C. Cole, '15, and Miss Sarah L. Funnell, '15; associate editors, Miss Helena B. Carpenter, '14, Miss Margaret P. Mills, '15, Edward R. Triggs, '14, George H. Chapman, '15, Donald W. Salisbury, '16, and Alvin R. Metcalfe, '16. Laurence W. Cluff, '14, was elected business manager, and George C. Dade, '15, assistant business manager. Miss Ellen M. Bailey was chosen circulation manager. Some idea of the division of labor was given as follows: First, the editors-in-chief should have general supervision of the work of getting out issues, that is, of collecting material, looking after "forms", and part of the proof reading. The first associate editors help in proof reading and collecting of material and, in short, get ready for their turn as editors-in-chief. The associate editors form the reporting staff gathering together as much material as possible and getting it ready for use. The business manager takes care of finances, makes reports of financial conditions from time to time, and looks up and keeps advertisements and advertisers in order. The assistant business manager sends the paper out to the subscribers and aids the manager. The circulation manager keeps the subscription list up to date and subscriptions will pass through her hands before coming to the business manager. With this board working hard and systematically THE CAMPUS is sure to get along well during the coming year.

A meeting was held in men's college Tuesday, the 23d, to secure more material for the football squad.

Class of 1917.

Men—Adams, Harold E., Bridgeport, Conn.; Benedict. Augustus P., Walden, N. Y.; Boyce, Eugene, Middlebury, Vt.; Bresnahan, Thomas F., Fitchburg, Mass.; Clark, Alvah A., Warner, N. H.; Coates, Robert L., Rouses Point, N,Y.; Cook, Harold L., Pittsfield, Mass.; Coles, Graydon; Damon, Harold A., Nashua, N. H.; Donolds, Charles, Medina, N. Y.; Dartly, Siad, Springfield, Mass.; Davis, Harold M., Malone, N. Y.; Davis, Karl W., Chester, Vt.; Decker, Ernest R., Westfield, Mass.; Dewhirst, Theodore H., Groveland, Mass.; Esten, R. Douglass, Middlebury, Vt.; Foote, Ralph; France, Donald, New Braintree, Mass.; Gammell, Harold B., East Barnet, Vt.; Garrison, Henry N., So. Orange, N. J.; Grant, George W., Derry, N. H.; Hagadorn, Fred M., West Hebron, N. Y.; Hard, Milton, L., New London, N. H.; Harris, Roy, Middlebury, Vt.; Harrison, ——; Hawks, ——; Heath, Harold E., So. Glens Falls, N. Y.; Hollister, Harold E., Corinth, N. Y.; Hubbard, Eugene P., Summit, N. J.; Jefts, Clyde A., Chester Depot, Vt.; Kent, Paul G., Fitchburg, Mass.; Kuebler, Carl, Hackensack, N. J.; Lewis, John G., Hampton, Conn.; Maher, Edward Walter, Hyannis, Mass.; Mecham, Arthur H., Waldoboro, Me.; Merriam, ——; Miller, Webster E., Pittsfield, Mass.; Mitchell, Vinton W., Watertown, Conn.; Montgomery, ——; Moulton, Carl H., Jericho Center, Vt.; Mundy, Robert R., Marshfield, Mass.. Ottman, Arthur M., Schenectady, N. Y.; Quirk, John M., Moriah Center, N. Y.; Ricker, Rowland V., Waterbury, Vt.; Schilling, ——; Searle, Harold S., Meriden, N. H.; Sears, Roy, Ludlow, Vt.; Seibert, ——: Shea, Arthur, Middlebury, Vt.; Swick, Curvella, Tuscola, Ill.; Sylvester, ——; Thomas, Wellsworth, C. P., North Adams, Mass.; Thorp, ——; Vaughn, Arthur T., Orange, N. J.; Vownel, ——-; Wheeler, ——; Williams, N. M.

Women—Ball, Katherine, Winchester, N. H.; Barrett, Elizabeth, Dalton, Mass.; Barrett, Ruth M., East Jaffrey, N. H.; Bodurtha, Lois S., Westfield, Mass.; Bowles, Mary N., Middlebury, Vt.; Bullis, Louise; Buxton. Florence, Jericho, Vt.; Calhoun, Letitia, Middlebury; Carrigan, Isabelle, Pittsford, Vt.; Chapel, Ruth E., North Troy, Vt.; Chynoweth, Alice, St. Albans, Vt.; Cooledge, Clarissa I., Springfield, Vt.; Craigue, Jennie, Springfield, Vt.; Cussons, Helen B., Swanton, Vt.; Dratt, Gertrude E., Auburn, N. Y.; Duffield, Edith; Dunton, Carrie M., Brattleboro, Vt.; Fleming, Aileen M., Bellows Falls, Vt.; Fletcher, Dorothy, East Jaffrey, N. H.; Foster, Madeline K., Walpole, N. H,; Frost, Gladys M., Rutland, Vt.; Hall, Olive; Handy, Marie; Harding, Hester H., Andover, N. H.; Harriman, Alice, Middlebury; Harwood, Edna, Southbridge, Mass.; Heaphy, Marguerite, Lee, Mass.; Holmes, Marina L., Bristol, Conn.; Hulett, Fannie, Starksboro, Vt.; Jeffords, Winifred L., Graniteville, Vt.; Leach, Marjorie, Brattleboro, Vt.; Leland, Eva, Holllston, Mass.; Linnell, Helen; Lyman, Helen; Mackenzie, Marjory A., Peterboro, N. H.; Nelson, Sarah E., Manchester Depot, Vt.; Phelps, Marjorie B., Vergennes, Vt.; Richards, Doris A., Dalton, Mass.; Rourke, Anna M., Brooklyn, N. Y.; Richardson, Violet; Shattuck, Wenona L., Weston, Vt.; Simms, Helen, Gorham, Me.; Smith, Sue, Colchester, Vt.; Thomas, Huldah, Middlebury; Wilkinson, Beulah M., Rutland, Vt.; Wright, Evelyn, Middlebury; Wood, Ada M.; Wright, Ruth.

New Instructors.

The Faculty has been enlarged by the addition of several new instructors. Miss Caroline Crawford has been succeeded by Miss Suzanne Everett Throop as dean of women. Miss Throos is a graduate of Radcliffe College and has taken graduate work at the University of Basel, Switzerland. She will give courses in the History of Art and in French and will also continue Miss Crawford's work in the drama. The department of music will be in charge of Mr. Edward Royce, A.B., who comes to Middlebury from Denison University, Ohio. The old Catholic church on Weybridge street has been fitted out with a recital hall, studio and recitation room to accommodate the new department. Mr, Royce, besides giving courses in history and principles of music, will give private lessons in piano playing and have charge of the Band, Orchestra and Glee Club. Mr. Albert F. Barnes, B.S., who has been for four years an instructor at the University of Pennsylvania, will be in charge of the new courses in electrical and mechanical engineering. New subjects in law and government will be taught by Mr. Charles T. Abbott of Dartmouth and Harvard, a teacher who has been highly successful. Mr, Maurice Pickard, A.M., of Cornell and Columbia, will succeed Dr. Burt as instructor in Botany. Professor Bryant's position will be occupied during the coming year by Mr. Francis. Mr. Davison of the class of 1913 has been engaged as assistant in the German Department and Mr. Wiley, also of the class of 1913, has taken up his duties as assistant dean.

Reception of Freshmen Girls.

The usual reception for the freshmen women was held in the Social Hall at Pearsons on Wednesday evening, September 17th. Miss Throop, Mrs. Thomas, Mrs. Mills and the president and vice-president of the Y. W. C. A. constituted the receiving line. Everyone was introduced to everyone else and a general hubbub followed which did not stop until Miss Fish opened the short program with a piano solo. The president of the Y. W. C. A. made a short speech of welcome, followed by Miss Throop who, by her charming manner, made everyone feel at home and happy. "Eats," dancing and college songs and cheers finished out the evening.

Taylor-Farnsworth.

On September 10th Elizabeth Mitchell Farnsworth of this village was united in marriage to George Goldthwaite Taylor of Pittsburg, Pa. The bridegroom is a graduate of the College in the class of 1912 and now holds a position with the United States Bureau of Mines at Pittsburgh. After a two weeks' wedding tour the young couple will reside in that city.

The Woman's Glee club held a meeting on Tuesday, the 23d for the purpose of reorganizing.

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ELECTIVE GROUPS Middlebury College offers to every student the personal advice and assistance of some member of the Faculty in laying out a practical course of study. Groups of studies have been formed for the benefit of students who have in mind a particular occupation. In connection with these groups, a member of the Faculty is appointed by the President to act as an adviser to students wishing to specialize in that group. The subjects in which groups have been formed are Agriculture, Business, Education Engineering, Journalism, Law, Medicine, Mineral Industry, and Theology.

NEW OPPORTUNITIES The physical education of every student has been provided for through the work of two competent physical directors. New departments of instruction have been added in Engineering, Home Economics, and Physical Education with 17 subjects of study.

		Faculty	Students	Income
GROWTH	1905	9	118	25,914
	1906	10	136	28,496
	1907	11	156	28,490
	1908	11	178	29,299
	1909	13	202	36,072
	1910	19	226	54,781
	1911	20	276	59,113
	1912	26	305	69,498
	1913	28	330	

FURTHER INFORMATION. Inquiries may be addressed to

PRESIDENT JOHN M. THOMAS.

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1917

Let the Tinkling of These Bells
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All Freshmen shall give regular military salute to Sophomores whenever they meet them, speaking their own name, "Freshman ———".

Carrying co-eding to extremes is strictly forbidden.

Permission for attendance at moving pictures shall be obtained from some Sophomore.

Freshmen are absolutely forbidden to use slang.

The only article of jewelry permitted shall be an engagement ring or pin. If any fancy pin is needed a small green bow may be worn in its place.

No criticism shall be passed by Freshmen upon any member of the Faculty or any Senior.

No groups of more than two Freshmen girls shall be seen standing about Campus. KEEP MOVING.

Freshmen must use green pencils only (may be purchased at the Book Store).

All Freshmen shall memorize within a week the following College Songs: "On This Far Famed Field of Battle," "March, March on Down the Field," "Middlebury," also their own class song which shall be

THE WEARING OF THE GREEN.

Oh, Freshman dear, and did you hear
The news that's going round?
The Sophomores have decreed by law
Our necks by bells be bound.
No little groups of Freshmen girls
O'er the Campus shall be seen,
And each shall show her colors true
By the wearing of the Green.

Each Freshman shall always carry a copy of these Rules about her.

A sure penalty will follow all non-compliance of these rules.

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Tufts College Medical and Dental Schools.
416 Huntington Avenue, Boston, Mass,

TUFTS COLLEGE MEDICAL SCHOOL, Boston, Mass., Changes in Entrance Requirements in 1914.

At a meeting of the Faculty of Tufts College Medical School held April 18, 1913, in accordance with a recent ruling of the Association of American Medical Colleges of which this school is a member, the following action was taken:

VOTED: That after January 1, 1914, one year of college work in Physics, Chemistry, Biology and either French or German, equal to the work done in the Freshman year in standard colleges and universities, in addition to a completed four year course in an accredited high school, shall be required for admission to Tufts College Medical School.

Tufts College Medical School is prepared to give the one-year pre-medical course in its building in Boston, and will begin the first course October 1, 1913.

Full details regarding the course will be furnished upon application to the Secretary.

The requirements for admission in the session 1913-14 will remain as previously stated in the catalogue.

FREDERIC M. BRIGGS, M. D., Secretary,
Tufts College Medical School,
416 Huntington Ave., Boston, Mass.

THE OPENING OF THE 114TH YEAR

(Continued from Page 1.)

tute for that superstition faith in his own powers of discovery and judgment.

It provides for a progressive scheme of increasingly difficult and more advanced studies. Under the prescribed curricula of many years ago this result was naturally attained. A Freshman could take only Freshmen subjects, Sophomore subjects were a grade more difficult, and a Senior would have considered it an affront to be placed in any class with a Freshman. But under our elective plan a student could always elect back into classes designed primarily for earlier classes. This worked little harm when electives were few, but as departments were added and many new subjects were introduced, a large number of elementary studies became available for the election of students inclined to indolence or those with varying and indefinite purpose.

This evil will be corrected hereafter by the grading of courses open to election by the several classes. Every subject in every department has been graded as either elementary, intermediate, or advanced, distinguished by the respective letters, A, B, and C. In each department there is a regular progression from the elementary through the intermediate to the advanced courses.

The motive is not restriction of opportunity, but prevention of the scattering and the failure to advance to subjects of real difficulty, the evils of which I have set forth a few moments ago. All knowledge is too large a province for the men of modern times, and a man must choose his departments and neglect some very useful and pleasant pursuits, if he is to achieve anything like competence in the fields which he enters.

A further important feature of the new system is the requirement of the choice of two departments, called Majors, in which the studeut will pursue consecutive courses for at least three years, and also two other departments called Minors in which consecutive studies will be taken for at least two years. That means that a student will be required to select four departments in which he will specialize to the extent defined. He has his Freshman year, with its studies in five different departments, in which to determine his choice, which must be registered at the beginning of his Sophomore year. By the opening of his second year he should be able so decide upon two departments to which he wishes to give special attention, to the extent of three years of study in them, possibly including some studies he has already taken, and to select also two other departments for two years' work.

It is not well for a student to devote all his time to languages or to science or to any other broad group of studies, however much his interest may lie in that direction, or whatever the degree of profit he may feel that he derives from the studies of his choice. Accordingly the departments have been classified into three general groups, languages, sciences, and a broad group including History, Economics, Government, Philosophy, and similar departments, and the requirement is made that two majors must be in different groups, and the two minors in different groups, but one major and one minor must fall in one group, and each student's majors and minors must be so distributed as to include courses in each of the three main groups.

This system of studies is in the interest of the college as well as of the students of the college. It safeguards us from giving our degree for a heterogeneous scattering of elementary studies, chosen without serious purpose and pursued with no real ambition. Administered firmly it will guarantee that the degree of Midelebury College stands for ability to do thorough work in at least two important fields of knowledge. Through the distribution of majors and minors the student will gain an insight into the method and spirit of widely separated sciences and arts and win a truly broad and liberalizing education. I look to an effect in the quality of the output of the institution which will increase its service to the world and redound to its honor in the position and rank held by its graduates.

And now we open the 114th year of Middlebury College. It will be the best year the college has ever had. New opportunities are open to you which will mean much in your intellectual and spiritual development and enrich the life of the entire population. Our faculty today is half as large as the normal Freshman class of half a dozen years ago. A new building increases the instruction facilities nearly one third. Improvements for which we have waited for years have been effected. The student body is larger, the incoming class much the largest the college has ever received. Entrance requirements have been raised and we expect a notable advance in the character of much class room work. I ask for a serious purpose and resolute attention to duty on the part of every student. We are beginning a new day. Let us make it the opening of a new era.

Members of the class of 1917: In this day of hope and joy for the college we love, we welcome you as our friends and co-workers in the task of lifting the standard of Middlebury and increasing the worth of her service to the world. We rejoice in the high purposes we read in your faces and in the worthy ideals which you bring to our midst. We trust you to guard in all sacredness the ambitions and the resolutions with which you start. Days of trial will come speedily. You will hear that college means much which it does not mean and that college men should learn and do much which they might well forego. Hold to your principles aud do not be in too great haste to change your practices. If you succeed in college, in a large, broad way, you will succeed in the world. There is no reason why careers as honorable, as nobly useful to the world, may not be as open to you as to the class of Henry Norman Hudson and Edward J. Phelps.

Your opportunities and privileges are vastly greater, and the world is just as ready for men of that stamp. It is only a question of whether you have the stuff and the grit. And now I declare you duly matriculated students of Middlebury College and the College duly open for its one hundred and fourteenth year."

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ALUMNI NOTES.

'01. Miss Rena Avery is teaching in Albemarle Institute, Albemarle, North Carolina.

'10. Miss Maude E. Avery has a position in the High school at Hampton, New Jersey.

'13. M. G. Hubbard has been visiting in Middlebury for a few days. He will enter Columbia Law School.

ex-'16. Leon H. Weaver is at present in San Francisco, California, where he intends to enter the University of California. Franklin P. Kellom has entered Wesleyan.

'13. Miss Mabel Agnew has a position in the High school at Middlebury.

'13. John Agnew is teaching at Barre, Vt.

ex-'13. John Arnold has a business position in Fitchburg, Mass.

'13. Marvin J. Dodd has entered Massachusetts Institute of Technology.

'13. Lacy Bump and W. W. Chalmers are in business at Fitchburg, Mass,

'13. Charles E. Smiddy, of 293 Montauk Avenue, New London, Conn., has accepted a position with the Mutual Life Insurance company as district manager.

'13. Hobart B. Potter, Jr., of 59 Williams Street, East Orange, N. J., is with the American Telephone company of New York City.

'13. William F. Pollard, of Bellerica, Mass., is one of the faculty of the Mitchell Military Academy.

13. Roy Walch is principal of a High school at Alton, N. H.

'13. Marshall Root has entered Boston Tech.

'13. B. J. Leonard is teaching Physics and Mathematics and coaching athletic teams at Chahalis, Washington.

'13. F. G. Williams is teaching at Waitsfield, Vt.

'13. Hendrick Van Ness is a student in Albany Law School.

'13. William E. Greenleaf is principal of a High school at Pawlet, Vt.

Irene Graves, High school, Hillsbore, N. H.; Mary Johnson, High school, Johnson, Vt.; Barbara Smith, High school, North Troy, Vt.; Wilma Cory, Preceptress, Hatfield, Mass.; Esther Boyce, Hatfield, Mass.; Mary Archibald, High school, Shoreham, Vt.; Eva Holt, High school, West Lebanon, N. H.; Faith Linsley, graduate work at Wellesley; Ruby Vosburgh, High school, Bristol, Vt.; Bertha Holden, Portland, Me.; Ruth Brookins, High school, Springfield, Vt.; Carrie Buttolph, Gertrude Alden, Laura Besiegal, at home; Alice Peaslee, High school, Antrim, N. H.; Eleanor Hatch, High school, East Jaffrey, N. H.; Mary Reynolds, Pinkerton Academy, Derry, N. H.; Helen Harriman, Northfield Seminary, Northfield, Mass.; Margaret Sharpe, Library school, Albany, N. Y.; Helen Foss, graduate work at Wellesley; Edith Darrow, Congregational Mission School, Coalville, Utah; Faye Butterfield, University in Fulton, Mo.; Julia C. Carter, High school, Essex Junction, Vt.; Bessie Cudworth, High School, Bristol, Vt.; Jessie Haskins, High School, West Hebron, N. Y.; Alice A. Holmes, High school, Thetford, Vt.; Phyllis Hopkins, High school, Petersham, Mass.; Mildred A. Snow, New Haven, Vt.; Charlotte L. Slocum, at home at Amherst, Mass.

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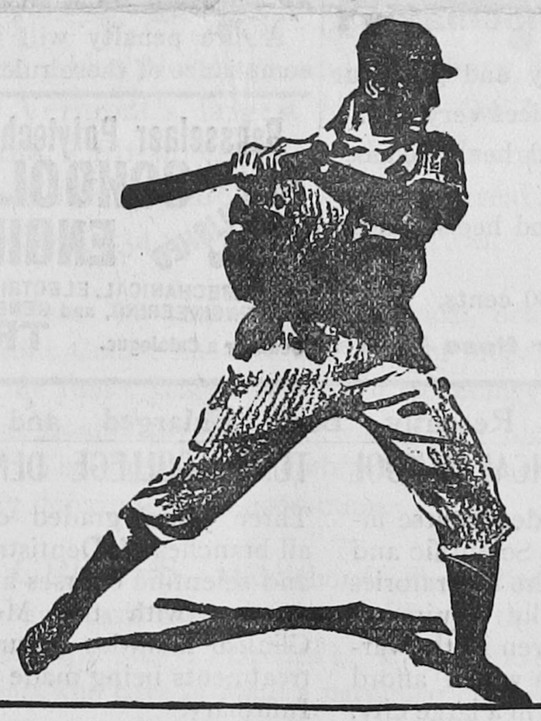

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